



Guide to Reports

Grades – 4, 5, 7, and 8

Winter 2005

(Published April, 2005)



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Introduction

This guide was developed to assist educators in understanding and using the Winter 2005 Michigan Educational Assessment Program (MEAP) test results.

Enclosed in your shipment of reports are essential report summaries to provide information on the status and progress of Michigan's students. These reports are intended to reflect the data needed to meet the expectations of state and federal legislation. In accordance with these mandates, separate results for special education and non-special education students are included with summary reports.

Tables 1 and 2 on the following pages list the summary reports in the sequence they occur within your District and School packets. Included in the tables is a brief purpose statement for each report and a list of the student populations represented in the summary. Detailed descriptions of summary reports and key components are provided in this document as well.

The Office of Educational Assessment and Accountability welcomes your comments and feedback. We are committed to providing Michigan educators, parents and other stakeholders an assessment program of the highest quality and reliability.

TABLE 1
Winter 2005 District Reports – Grades 4, 5, 7 and 8

Separate reports are provided for all students, non-special education, and special education students.

Title of Reports	Purpose
Comprehensive Report District Summary	Grade-level summaries for each school and content area show the percentage of students who scored at each performance level. A comparison mean is provided at both the district and state levels.
Content Analysis Report Grade Summary	Summary score information is provided for each grade by content strand for each school in the district.
Demographic Analysis Report District Summary	A summary breakdown of scores by demographics and educational program categories is provided for each grade and content area.

TABLE 2
Winter 2005 School Reports – Grades 4, 5, 7 and 8

Title of Reports	Purpose	Reported Populations
Comprehensive Report School Summary	A comparative set of mean scale score information for grade, district, and state. All content areas and levels of performance are reported.	Separate reports for all students, non-special education, and special education students
Comprehensive Report List by Student	Summary score information for each MEAP content area for each student tested by grade level and building.	All Students
Comprehensive Report Grade Summary	Grade-level summary by test form of scores for all classrooms or groups identified by the school.	All Students
Demographic Analysis Report School Summary	A comparative set of mean scale score information for grade, district, and state. All content areas and levels of performance are reported.	Separate reports for all students, non-special education, and special education students
Demographic Analysis Report Grade Summary	Summary breakdown of scores by demographics and educational program categories for each grade in all content areas.	Separate reports for all students, non-special education, and special education students
Item Analysis Report Multiple Choice Constructed Response	A description of each multiple-choice and constructed-response item on the test, including the primary Michigan benchmark measured by each item. This report shows the percentage of students selecting each response and indicates item statistics summarized by classroom or group, building, district, and state.	Class, school, district, and state
Content Analysis Report School Summary	A comparative set of mean score information for grade, district, and state. All content areas, content strands, and levels of performance are reported.	Separate reports for all students, non-special education, and special education students
Content Analysis Report List by Student	Specific content information for each student, including total raw score points, percent of points correct, scale score, and performance level.	All Students
Content Analysis Report Grade Summary	Grade-level summaries of results by content areas and content strands for all classrooms or groups identified by the school.	All Students
Student Report	Printed for individual students in back-to-back format, this report provides a detailed description of each student's performance in the content areas tested on the MEAP.	All Students
Student Record Label	Summaries of individual student performances in all content areas in label format.	All Students

Section 1 Scoring

Criteria set by Michigan educators are used to score all MEAP tests.

Machine-Scoring Process

Multiple-choice test items are scored by computer. In responding to these items, students must select the one best answer from the four choices in order to get the item correct. Each item is worth one point. There is no penalty for guessing. Multiple responses and omitted items are scored as incorrect.

Handscoring Process

The writing assessments and constructed-response items requiring short or extended written responses in other content area assessments are evaluated by human scorers. The technique used in English language arts and social studies is holistic scoring, the most widely used scoring method for large-scale assessments. Guided by precise criteria, scorers review a response for an overall or “whole” impression and assign a score. Extensive professional practice and research have refined and validated the critical steps that ensure consistency in holistic scoring. Because these are large-scale, high-stakes assessments, MEAP staff has taken every step possible to minimize scoring subjectivity.

Measurement Incorporated has been hired as the contractor for the handscoring process. Two independent, college-educated scorers score all MEAP written responses. Before they are permitted to score student responses, scorers receive extensive training and must pass a qualifying test. If they do not pass, they are dismissed.

During the scoring process, periodic quality control checks are in place to ensure that scorers are evaluating responses consistently.

There are a number of other control measures taken to promote scoring consistency and quality. Every writing test is read and evaluated by at least two scorers. The second scorer never sees the score given by the first scorer. If the first and second scores are not exactly the same or adjacent (within one point), the response is sent to a third scorer with more training and experience for resolution. However, the training and qualifying processes are so thorough that third readings are infrequent.

Scorers are trained to evaluate writing, not writers. Scorers are trained to ignore extraneous factors such as neatness and to focus on the strengths of responses rather than the weaknesses.

Specific score point descriptions and sample student papers are available at the MEAP web page (www.michigan.gov/meap).

Handscoring the Writing Assessments

While evaluation of the writing is based on each piece as a whole, all of the following aspects of writing are considered: ideas and content, organization, style (sentence structure, vocabulary, voice) and conventions of writing (grammar, usage, mechanics, spelling). Writing must be legible enough to be scored; otherwise, penmanship is not a factor in the student’s score. On the following pages you will find an overview of the English language arts (ELA) test and additional scoring information about tests in the other content areas.

**Scoring the English Language Arts (ELA) Test
Grades 4 and 7
Winter 2005**

Writing from Knowledge and Experience (Part 1)

- Responses are scored using a holistic 6-point writing rubric.
- Each MEAP constructed or written response is scored by two independent scorers.
- **The two scores are added together for a total possible score of 12 points for writing.**

Reading For Understanding (Part 2A)

- Part 2A consists of two reading passages and 25 multiple-choice comprehension items. Each item is worth one point.
- There are 10 within-text, multiple-choice items after each passage followed by 5 cross-text items.

Response to the Paired Reading Selections (Part 2B)

- This cross-text, extended-response item is scored by two independent scorers with a holistic 6-point rubric.
- The two scores are averaged together for a total possible score of six.
- **The scores from Part 2A and Part 2B are added together for a possible total of 31 points for reading.**

Integrated English Language Arts (ELA) Score – a “Partial Compensatory Model”

- ELA scale scores are calculated by averaging each individual student’s reading and writing scale scores (e.g., a student with a 530 reading scale score and a 500 writing scale score has an ELA scale score of 515).
- ELA performance level cut scores are determined by averaging the scale score cuts for reading and writing.
- The Met/Exceeded performance levels for the integrated ELA (R+W) score require students to do well on the reading and writing tests.
- Scale scores and performance levels are both taken into account when determining the integrated ELA score.
- A student must have a valid score on both reading and writing to obtain an integrated ELA score. A student receives a valid score for reading or writing if any multiple-choice or constructed-response item is attempted in an answer folder.
- The listening portion of the ELA test is not counted in the integrated ELA score because it is an optional test.

Listening

- There are 10 multiple-choice items for a total of 10 points.
- Only two levels are set for listening: “Met or Exceeded Michigan Standards” or “Did Not Meet Michigan Standards.”

**Michigan Educational Assessment Program
Integrated English Language Arts Assessment
Grades 4 and 7
Part 1: Writing from Knowledge and Experience
Rubric and Condition Codes**

- | | |
|--|---|
| <p>6 The writing is exceptionally engaging, clear, and focused. Ideas and content are thoroughly developed with relevant details and examples where appropriate. Organization and connections between ideas are well controlled, moving the reader smoothly and naturally through the text. The writer shows a mature command of language including precise word choice that results in a compelling piece of writing. Tight control over language use and mastery of writing conventions contribute to the effect of the response.</p> <p>5 The writing is engaging, clear, and focused. Ideas and content are well developed with relevant details and examples where appropriate. Organization and connections between ideas are controlled, moving the reader through the text. The writer shows a command of language, including precise word choice. The language is well controlled, and occasional lapses in writing conventions are hardly noticeable.</p> <p>4 The writing is generally clear and focused. Ideas and content are developed with relevant details and examples where appropriate, although there may be some unevenness. The response is generally coherent, and its organization is functional. The writer's command of language, including word choice, supports meaning. Lapses in writing conventions are not distracting.</p> | <p>3 The writing is somewhat clear and focused. Ideas and content are developed with limited or partially successful use of examples and details. There may be evidence of an organizational structure, but it may be artificial or ineffective. Incomplete mastery over writing conventions and language use may interfere with meaning some of the time. Vocabulary may be basic.</p> <p>2 The writing is only occasionally clear and focused. Ideas and content are underdeveloped. There may be little evidence of organizational structure. Vocabulary may be limited. Limited control over writing conventions may make the writing difficult to understand.</p> <p>1 The writing is generally unclear and unfocused. Ideas and content are not developed or connected. There may be no noticeable organizational structure. Lack of control over writing conventions may make the writing difficult to understand.</p> <p>Not ratable if:</p> <p>A off topic</p> <p>B illegible</p> <p>C written in a language other than English</p> <p>D blank/refused to respond</p> |
|--|---|

Michigan Educational Assessment Program
Integrated English Language Arts Assessment
Grades 4 and 7
Part 2B: Reading – Response to the Paired Reading Selections
Rubric and Condition Codes

- | | |
|---|--|
| <p>6 The student effectively synthesizes and applies key ideas, generalizations, and principles from within each reading selection to support a position in response to the scenario question and makes a clear connection between the reading selections. The position and connection are thoroughly developed through the use of appropriate examples and details. There are no misconceptions about the reading selections. There are strong relationships among ideas. Mastery of language use and writing conventions contributes to the effect of the response.</p> <p>5 The student makes meaningful use of key ideas from within each reading selection to support a position in response to the scenario question and makes a clear connection between the reading selections. The position and connection are well developed through the use of appropriate examples and details. Minor misconceptions may be present. Relationships among ideas are clear to the reader. The language is controlled, and occasional lapses in writing conventions are hardly noticeable.</p> <p>4 The student makes adequate use of ideas from within each reading selection to support a position in response to the scenario question and makes a connection between the reading selections. The position and connection are supported by examples and details. Minor misconceptions may be present. Language use is correct. Lapses in writing conventions are not distracting.</p> <p>3 The student makes adequate use of ideas from one reading selection OR makes partially successful use of ideas from both reading selections to support a position in response to the scenario question. The position is developed with limited use of examples and details. Misconceptions may indicate only a partial</p> | <p>understanding of the reading selections. Language use is correct but limited. Incomplete mastery over writing conventions may interfere with meaning some of the time.</p> <p>2 The student makes partially successful use of ideas from one reading selection OR minimal use of ideas from both reading selections to support a position in response to the scenario question. The position is underdeveloped. Major misconceptions may indicate minimal understanding of the reading selections. Limited mastery over writing conventions may make the writing difficult to understand.</p> <p>1 The student does not take a position on the scenario question, but makes at least minimal use of ideas from one or both of the reading selections to respond to the scenario question or theme, OR minimally uses ideas from only one of the reading selections to support a position in response to the scenario question. Ideas are not developed and may be unclear. Major misconceptions may indicate a lack of understanding of the reading selections. Lack of mastery over writing conventions may make the writing difficult to understand.</p> <p>Not ratable if:</p> <p>A retells or references the reading selections with no connection to the scenario question or theme</p> <p>B off topic</p> <p>C illegible/written in a language other than English</p> <p>D blank/refused to respond</p> <p>E responds to the scenario question with no reference to either of the reading selections</p> |
|---|--|

In addition to the holistic scores, students receive feedback in the form of comments on two of the extended responses on the ELA assessments, Writing from Knowledge and Experience and Response to the Paired Reading Selections. Numerical codes representing the following comments appear on the Content Analysis Report.

MEAP ELA Writing Comment Codes for All Grades

Parameters for adding comments to the holistic scores

- No comments for condition codes.
 - Limit of two comments per paper.
1. Lacks focus on a central idea.
 2. Demonstrates limited control over sentence structure, vocabulary and/or conventions.
 3. Needs details and examples to adequately develop the ideas and content.
 4. Lacks coherent organization or connections.
 5. Needs richer development of the central idea with some additional, relevant details and examples to get a higher score.
 6. Needs tighter control of organization and/or the connections among ideas to get a higher score.
 7. Needs greater precision and maturity of language use to get a higher score.
 8. Earned the highest scorepoint of 6.
 0. Represents a highly competent response.

MEAP Reading Comment Codes for Grade 4

Parameters for adding comments to the holistic scores

- No comments for condition codes.
 - Limit of two comments per paper.
1. Lacks a point of view or does not support a point of view with examples from the reading selections.
 2. Lacks clarity, which causes confusion.
 3. Needs examples and details from the reading selections to adequately develop the point of view.
 4. Supports the point of view with examples and details from only one reading selection.
 5. Does not make a connection across the two reading selections.

6. Contains misconceptions about the content of the reading selections.
7. Needs richer support of the point of view with some additional examples and details from the reading selections.
8. Needs greater precision and mastery of language use.
9. Earned the highest scorepoint of 6.
0. Represents a highly competent response

MEAP Reading Comment Codes for Grades 7

Parameters for adding comments to the holistic scores

- No comments for condition codes.
 - Limit of two comments per paper.
1. Lacks a position or does not support a position with examples from the reading selections.
 2. Lacks clarity, which causes confusion.
 3. Needs examples and details from the reading selections to adequately develop the position.
 4. Supports the position with examples and details from only one reading selection.
 5. Does not make a connection across the two reading selections.
 6. Contains misconceptions about the content of the reading selections.
 7. Needs richer support of the position with some additional examples and details from the reading selections.
 8. Needs greater precision and mastery of language use.
 9. Earned the highest scorepoint of 6.
 0. Represents a highly competent response.

MEAP Score Categories and Scale Score Ranges
Winter 2005 – Grades 4, 5, 7 and 8

Important Note: The scale score cuts and ranges for levels 3 (500-Basic) and 2 (530-Met Michigan Standards) are consistent across grades and content areas. Cut scores for level 1 fluctuate slightly from year to year and for each content area and grade. The raw scores associated with all cut scores will also fluctuate slightly from year to year. It is not possible to earn a score between the highest Level 2 and the lowest Level 1 score.

MATHEMATICS	Grade 4	Level 4 Apprentice (≤ 499)	Level 3 At Basic Level (500 – 529)	Level 2 Met MI Standards (530 – 565)	Level 1 Exceeded MI Standards (567 – 732)
	Grade 8	Level 4 Apprentice (≤ 499)	Level 3 At Basic Level (500 – 529)	Level 2 Met MI Standards (530 – 558)	Level 1 Exceeded MI Standards (561 – 850)
SCIENCE	Grade 5	Level 4 Apprentice (≤ 499)	Level 3 At Basic Level (500 – 529)	Level 2 Met MI Standards (530 – 556)	Level 1 Exceeded MI Standards (557 – 677)
	Grade 8	Level 4 Apprentice (≤ 499)	Level 3 At Basic Level (500 – 529)	Level 2 Met MI Standards (530 – 577)	Level 1 Exceeded MI Standards (580 – 748)
SOCIAL STUDIES	Grade 5	Level 4 Apprentice (≤499)	Level 3 At Basic Level (500 – 529)	Level 2 Met MI Standards (530 – 572)	Level 1 Exceeded MI Standards (578 – 748)
	Grade 8	Level 4 Apprentice (≤499)	Level 3 At Basic Level (500 – 529)	Level 2 Met MI Standards (530 – 567)	Level 1 Exceeded MI Standards (571 – 762)
ENGLISH LANGUAGE ARTS	Grade 4 Reading	Level 4 Apprentice (≤ 499)	Level 3 At Basic Level (500 – 529)	Level 2 Met MI Standards (530 – 580)	Level 1 Exceeded MI Standards (584 – 877)
	Grade 4 Writing	Level 4 Apprentice (≤ 499)	Level 3 At Basic Level (500 – 529)	Level 2 Met MI Standards (530 – 560)	Level 1 Exceeded MI Standards (575 – 620)
	Grade 4 Total ELA*	Level 4 Apprentice (≤ 499)	Level 3 At Basic Level (500 – 529.5)	Level 2 Met MI Standards (530 – 579)	Level 1 Exceeded MI Standards (579.5 – 748.5)
	Grade 4 Listening	Did Not Meet MI Standards (≤ 529)		Met/Exceeded MI Standards (530+)	

ENGLISH LANGUAGE ARTS	Grade 7 Reading	Level 4 Apprentice (≤ 499)	Level 3 At Basic Level (500 – 529)	Level 2 Met MI Standards (530 – 589)	Level 1 Exceeded MI Standards (595 – 921)
	Grade 7 Writing	Level 4 Apprentice (≤ 499)	Level 3 At Basic Level (500 – 529)	Level 2 Met MI Standards (530 – 550)	Level 1 Exceeded MI Standards (560 – 580)
	Grade 7 Total ELA*	Level 4 Apprentice (≤ 499)	Level 3 At Basic Level (500 – 529.5)	Level 2 Met MI Standards (530 – 577)	Level 1 Exceeded MI Standards (577.5 – 750.5)
	Grade 7 Listening	Did Not Meet MI Standards (≤ 529)		Met/Exceeded MI Standards (530+)	

*There are two parts to the ELA scoring process. Both scale scores and performance levels are taken into account in determining the integrated ELA level. Students must score at or above the cut score and a level of 2 or 1 in reading and writing to earn a level 1 ELA score. Students must score at or above the cut score and a level 3 or higher in reading and writing to earn a level 2 ELA score.

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Section 2

Report Descriptions

Comprehensive Report (Figures 1a, 1b, 1c)

The Comprehensive Report provides summary score information for each MEAP content area for each student tested by grade level and building. This report identifies the student's demographic information. The test form, scale score, and the performance level earned by the student on each content test are also provided.

Section A contains the title of the report, the grade level reported, and the test cycle. The school district and school building names and codes are also provided.

Section B lists each student's Unique Identification Code (UIC) in the left-hand column, followed by the student's name.

Section C provides the student's gender and ethnicity and also indicates if the student is classified as Limited English Proficient (LEP), Formerly LEP (FLEP), Special Education (SE) and/or Less than Full academic year (LTF). Definitions of the abbreviated Field Codes are provided at the top of the report.

Section D lists all MEAP tests, but scores are provided only for the tests taken. The first column under each content area lists the test form taken. The second column lists the scale score the student received, and the final columns under each content area provide the level the student obtained relative to Michigan standards and Score Codes. Definitions of the Field Codes, Score Codes, Scale Score Ranges, and Levels are provided at the top of the report.

Section E (1b) provides a grade-level summary by test form of scores for all classrooms or groups identified by the school. The

number of students, the percent of students who *met the standards* (a total of Level 1 and Level 2) and the percent of students falling in each performance level category for each content area are indicated. Note that this is a two-page document.


Section F (1c) is a comparative set of mean scale score information for grade, district, and state. In compliance with federal and state mandates, separate reports are now provided for three groups of students – all students, non-special education students, and special education students.

Figure 1a

MEAP

**Comprehensive Report - Public
Grade 07 List by Student
Winter 2005**

01000 Pleasantville Public Schools
10002 Center Middle School



Field Codes	
UIC	Unique Identification Code
Gndr	Gender
Eth	Ethnicity (See Guide to Reports)
LEP	Limited English Proficient
FLEP	Formerly LEP
SE	Special Education
LTF	Less Than Full Academic Year
F	Form: B-Operational, C-Emergency
%M	Met/Exceeded Standards: Level 1, 2 or M

SS = Scale Score		
	Form B	Form C
Reading	250 - 921	271 - 916
Writing	460 - 580	460 - 580
Listening	443 - 578	443 - 578
ELA	355 - 750.5	365.5 - 748

Score Codes		Levels	
A	Not Tested - Absent	1	Exceeded Standards
E	Unethical Practice	2	Met Standards
NA	Not Available/Indeterminate	3	At Basic Level
N	Nonstandard Accommodations	4	Apprentice
S	Standard Accommodations	Listening Levels	
U	Unable to Participate	M	Met/Exceeded Standards
BD	Blank Document	D	Did Not Meet Standards
NV	No Valid Attempt		
*	Not Included in Summary		

Center Middle School - Comprehensive Report - Grade 07																															
UIC	Student Name	Gndr	Eth	LEP	FLEP	SE	LTF	Mathematics			Science			Social Studies			Reading - R			Writing - W			ELA (R+W)			Listening					
								Form	Scale Score	Level	Score Codes	Form	Scale Score	Level	Score Codes	Form	Scale Score	Level	Score Codes	Form	Scale Score	Level	Score Codes	Form	Scale Score	Level	Score Codes	Form	Scale Score	Level	Score Codes
1111111001	ANDERSON, MIKE	F	5														B	578	2		B	520	3		B	549.0	2		B	578	M
1111111002	BEECHAM, THOMAS L	M	5														B	602	1		B	510	3		B	556.0	2		B	561	M
1111111003	CHARLES, GUSTAV	M	5														B	523	3		B	490	4		B	501.5	3		B	561	M
1111111004	CHRISTIAN, SANDRA F	F	5														B	617	1		B	510	3		B	558.5	2		B	578	M
1111111098	CRUISE, JACQUELYN M	F	5														B	602	1		B	500	3		B	551.0	2		B	561	M
1111111876	DIXON, FREDERICK	M	5														B	589	2		B	520	3		B	554.5	2		B	578	M
1111111005	DOE, JOE A	M	5														B	578	2		B	520	3		B	549.0	2		B	543	M
1111111006	DOE, JILL R	M	5														B	609	1		B	490	4		B	549.5	3		B	561	M
1111111029	EDWARD, CHARLES M	F	5														B	560	2		B	500	3		B	530.0	2		B	543	M
1111111030	FOWLER, MARY M	M	5														B	560	2		B	500	3		B	530.0	2		B	543	M
1111111031	GOPAL, RAM J	F	5														B	626	1		B	520	3		B	573.0	2		B	561	M
1111111032	HARRIS, EDWIN J	F	5			X											B	509	3		B	500	3		B	504.5	3		B	543	M
1111121099	IBARRA, TODD R	F	5														B	537	2		B	500	3		B	518.5	3		B	490	D
1111131048	JACKSON, MARY J	F	5														B	569	2		B	520	3		B	544.5	2		B	519	D
1111111033	JACQUES, CHRISTOPHER M	F	5			X											B	513	3		B	500	3		B	506.5	3		B	500	D
1111661067	JEFFERSON, SCOTT J	M	5			X											B	516	3		B	480	4		B	498.0	4		B	490	D
1111111986	KRONER, DAVID D	M	5														B	530	2		B	500	3		B	515.0	3		B	519	D
1111111012	LEWIS, CAROL M	F	5														B	609	1		B	520	3		B	564.5	2		B	561	M
1111111013	MORGAN, PETER J	M	5														B	584	2		B	520	3		B	552.0	2		B	561	M
1111111345	PAGE, EMMA E	M	5														B	569	2		B	500	3		B	534.5	2		B	561	M
1111111015	PAT, TREVOR J	F	5														B	556	2		B	500	3		B	528.0	3		B	561	M
1111111014	PAUL, JOHN E	M	5			X											B	602	1		B	480	4		B	541.0	3		B	561	M
1111113108	PETERSON, ASH J	F	5														B	578	2		B	520	3		B	549.0	2		B	578	M
1111341081	PICHAJ, PICHUYA	M	5														B	602	1		B	510	3		B	556.0	2		B	561	M
	QUARTER, MIKE	M	5			X											B	523	3		B	480	4		B	501.5	3		B	561	M
1111111016	REIS, PIRI M	F	5														B	617	1		B	500	3		B	558.5	2		B	578	M
1111111017	REYNOLDS, JOSHUA	F	5														B	602	1		B	500	3		B	551.0	2		B	561	M
1111111018	ROE, JANE L	M	5														B	589	2		B	520	3		B	554.5	2		B	578	M
	SMITH, DAVID J	M	5														B	578	2		B	520	3		B	549.0	2		B	543	M
1111111025	SMITH, ELSIE L	M	5														B	609	1		B	490	4		B	549.5	3		B	561	M
1111111026	SMITH, ELIZABETH M	M	5														B	560	2		B	500	3		B	530.0	2		B	543	M
1111111027	STOWE, HARRIET L	F	5														B	626	1		B	520	3		B	573.0	2		B	561	M

Figure 1b

MEAP	Comprehensive Report - Public Grade 07 Summary Winter 2005			Field Codes		SS = Scale Score			Levels		
	01000 Pleasantville Public Schools 10002 Center Middle School			UIC	Unique Identification Code		Form B	Form C	1	Exceeded Standards	
				Gndr	Gender		Reading	250 - 921	271 - 916	2	Met Standards
				Eth	Ethnicity (See Guide to Reports)		Writing	460 - 580	460 - 580	3	At Basic Level
				LEP	Limited English Proficient		Listening	443 - 578	443 - 578	4	Apprentice
				FLEP	Formerly LEP		ELA	355 - 750.5	365.5 - 748	Listening Levels	
				SE	Special Education				M	Met/Exceeded Standards	
				LTF	Less Than Full Academic Year						
				F	Form: B-Operational, C-Emergency						
				%M	Met/Exceeded Standards: Level 1, 2 or M					D	Did Not Meet Standards

Center Middle School - Comprehensive Report - Grade 07 Summary

		Reading - R								Writing - W								ELA (R+W)							
Grade	Form	SS	n	%M	% Level 1	% Level 2	% Level 3	% Level 4		SS	n	%M	% Level 1	% Level 2	% Level 3	% Level 4		SS	n	%M	% Level 1	% Level 2	% Level 3	% Level 4	
Grade 07	B	570	22	82	32	50	18	0		504	22	0	0	0	82	18		536.8	22	59	0	59	36	5	
Grade 07	All	570	22	82	32	50	18	0		504	22	0	0	0	82	18		536.8	22	59	0	59	36	5	



Figure 1c

Field Codes	
SS	Scale Score
n	Number of students
%M	Percent Met or Exceeded Michigan Standards Level 1, 2, or M
<10	No scores provided if <10 students

Levels	
1	Exceeded Standards
2	Met Standards
3	At Basic Level
4	Apprentice
Listening Levels	
M	Met/Exceeded Standards
D	Did Not Meet Standards

Center Middle School - Comprehensive Report - School Summary																							
			Reading - R							Writing - W							ELA (R+W)						
Grade	Form		SS	n	%M	% Level 1	% Level 2	% Level 3	% Level 4	SS	n	%M	% Level 1	% Level 2	% Level 3	% Level 4	SS	n	%M	% Level 1	% Level 2	% Level 3	% Level 4
School Grade	04	B	555	23	78	9	70	17	4	501	23	9	0	9	57	35	527.9	23	48	0	48	43	9
District Grade	04	B	555	23	78	9	70	17	4	501	23	9	0	9	57	35	527.9	23	48	0	48	43	9
State Grade	04	B	559	56,862	81	21	60	15	4	509	56,791	28	0	27	52	20	533.8	56,711	53	3	50	40	7
School Grade	04	All	555	23	78	9	70	17	4	501	23	9	0	9	57	35	527.9	23	48	0	48	43	9
District Grade	04	All	555	23	78	9	70	17	4	501	23	9	0	9	57	35	527.9	23	48	0	48	43	9
State Grade	04	All	559	56,862	81	21	60	15	4	509	56,791	28	0	27	52	20	533.8	56,711	53	3	50	40	7
School Grade	05	B																					
District Grade	05	B																					
State Grade	05	B																					
School Grade	05	All																					
District Grade	05	All																					
State Grade	05	All																					
School Grade	07	B	570	22	82	32	50	18	0	504	22	0	0	0	82	18	536.8	22	59	0	59	36	5
District Grade	07	B	561	27	74	30	44	19	7	501	27	0	0	0	70	30	530.9	27	52	0	52	37	11
State Grade	07	B	556	64,237	71	23	47	14	15	515	64,209	27	1	26	63	10	535.4	64,082	58	7	51	28	14
School Grade	07	All	570	22	82	32	50	18	0	504	22	0	0	0	82	18	536.8	22	59	0	59	36	5
District Grade	07	All	561	27	74	30	44	19	7	501	27	0	0	0	70	30	530.9	27	52	0	52	37	11
State Grade	07	All	556	64,237	71	23	47	14	15	515	64,209	27	1	26	63	10	535.4	64,082	58	7	51	28	14
School Grade	08	B																					
District Grade	08	B																					
State Grade	08	B																					
School Grade	08	All																					
District Grade	08	All																					
State Grade	08	All																					

Comprehensive Report – District Summary (Figure 2)

The Comprehensive District Report provides summary score information by MEAP content area for each school in the district. A separate section of the report is provided for each test form used. A comparison mean is provided at both the district and state level following the scores for each test form. In compliance with federal and state mandates, separate reports are now provided for three groups of students – all students, non-special education students, and special education students.

Section A contains the title of the report and the test cycle. The school district name and code are also provided.

Section B lists each school's name, the grade being reported, and the form of the test students used. District and state information are provided for each test form.

Section C lists all MEAP tests. Note that subject area reports are spread into one, two pages or three pages based on the Grade. The first column under each content area test gives the mean scale score (SS) the school received for that content area. The second column shows how many students took that test (n) using the specified form. The third column under each content area provides the percent of students that met or exceeded Michigan standards (M%). The last four columns present a percentage breakdown by performance level (1-4).

Figure 2

MEAP	Comprehensive Report - Public District Summary	
	Winter 2005	
	01000 Pleasantville Public Schools	

Field Codes	
SS	Scale Score
n	Number of students
%M	Percent Met or Exceeded
	Michigan Standards
	Level 1, 2, or M
	<10 No scores provided if <10 students

SS = Scale Score		
	Form B	Form C
Reading	250 - 921	271 - 916
Writing	460 - 580	460 - 580
Listening	443 - 578	443 - 578
ELA	355 - 750.5	365.5 - 748

Levels	
1	Exceeded Standards
2	Met Standards
3	At Basic Level
4	Apprentice
Listening Levels	
M	Met/Exceeded Standards
D	Did Not Meet Standards

Pleasantville Public Schools - Comprehensive Report - Grade 07 District Summary																							
			Reading - R							Writing - W							ELA (R+W)						
			SS	n	%M	% Level 1	% Level 2	% Level 3	% Level 4	SS	n	%M	% Level 1	% Level 2	% Level 3	% Level 4	SS	n	%M	% Level 1	% Level 2	% Level 3	% Level 4
Center Middle School	07	B	570	22	82	32	50	18	0	504	22	0	0	0	82	18	536.8	22	59	0	59	36	5
Center Elementary School	07	B	<10							<10							<10						
District Grade	07	B	561	27	74	30	44	19	7	501	27	0	0	0	70	30	530.9	27	52	0	52	37	11
State Grade	07	B	556	64,237	71	23	47	14	15	515	64,209	27	1	26	63	10	535.4	64,082	58	7	51	28	14
Center Middle School	07	All	570	22	82	32	50	18	0	504	22	0	0	0	82	18	536.8	22	59	0	59	36	5
Center Elementary School	07	All	<10							<10							<10						
District Grade	07	All	561	27	74	30	44	19	7	501	27	0	0	0	70	30	530.9	27	52	0	52	37	11
State Grade	07	All	556	64,237	71	23	47	14	15	515	64,209	27	1	26	63	10	535.4	64,082	58	7	51	28	14

Content Analysis Report (Figure 3a, 3b, 3c)

The Content Analysis Report presents specific content information by building, for each student who took the MEAP tests. A student's total raw score points, percent of points correct, scale score and performance level are provided. The mean scores for each strand of a content area are provided to give specific information to educators on a student's strengths and possible needs. Information in this report is summarized for each classroom or group, as well as for the school, district, and state level.

Section A contains the title of the report, the grade level reported, and the structure of the report (e.g., List by Student, Summary). The test cycle and content area are also provided, along with the school district and school building names and codes.

Section B lists each student's Unique Identification Code (UIC) in the left-hand column, followed by the student's name.

Section C provides, by student, the test form administered (F), the points earned out of total points possible, and the percent of points earned. The next columns present the student's scale score and performance level relative to meeting Michigan standards. Definitions of Field Codes, Score Codes, and Levels are provided at the top of the report.

Section D describes the number of points achieved on each strand of the test, along with the total number of points possible for each strand.

Section E refers to the summary line that provides a mean score of points achieved (Mean Points), percentage of points correct (Mean %C), and the mean scale score (Mean SS) for each preceding classroom or group of students, identified by the school. The percentage of students within a group that met or exceeded the Michigan standards is identified as "%M."


Section F (3b) provides a grade level summary of scores for all classrooms or groups identified by the school.

Section G (3c) provides a comparative set of mean score information for grade, district, and state. There are separate reports for all students, non-special education students, and special education students.

Please note:

On the Content Analysis Report for ELA, students receive numerical Comment Codes, which represent feedback statements about their scores on the extended response tasks. Condition Codes (A-E) also appear on the ELA report in cases where students' written responses could not be scored.

Figure 3a

MEAP Content Analysis Report - Public
Grade 07 List by Student
Winter 2005
English Language Arts 

01000 Pleasantville Public Schools
10002 Center Middle School

Field Codes	
UIC	Unique Identification Code
F	Form: B-Operational, C-Emergency
%M	Met/Exceeded Standards: Level 1, 2 or M
Comment Codes & Condition Codes: See Guide to Reports or Web	

SS = Scale Score		
	Form B	Form C
Reading	250 - 921	271 - 916
Writing	460 - 580	460 - 580
Listening	443 - 578	443 - 578
ELA	355 - 750.5	365.5 - 748

Score Codes		Levels	
A	Not Tested - Absent	1	Exceeded Standards
E	Unethical Practice	2	Met Standards
NA	Not Available/Indeterminate	3	At Basic Level
N	Nonstandard Accommodations	4	Apprentice
S	Standard Accommodations	Listening Levels	
U	Unable to Participate	M	Met/Exceeded Standards
BD	Blank Document	D	Did Not Meet Standards
NV	No Valid Attempt		
*	Not Included in Summary		

Center Middle School - Content Analysis Report - English Language Arts - Grade 07, Class/Group N/A

UIC	Student Name	Reading - R								Writing - W							ELA (R+W)		Listening (Optional)			
		F	Points B = 31 Total C = 31 Total	Scale Score B = 250 - 921 C = 271 - 916	Level 1 - 4 Score Codes	Within-text	Cross-text	Response to Selections	Comment Codes or Condition Codes	F	Points B = 12 Total C = 12 Total	Scale Score B = 460 - 580 C = 460 - 580	Level 1 - 4 Score Codes	Knowledge & Experience	Comment Codes or Condition Codes	Reporting & Reflecting	Condition Codes	Scale Score B = 355 - 750.5 C = 365.5 - 748	Level 1 - 4	Points B = 10 Total C = 10 Total	Scale Score B = 443 - 578 C = 443 - 578	Level M, D Score Codes
1111111001	ANDERSON, MIKE	B	23.0	578	2	14.0	5.0	4.0	7	B	6.0	520	3	6.0	1,3			549.0	2	10.0	578	M
1111111002	BEECHAM, THOMAS L	B	25.0	602	1	17.0	5.0	3.0	5	B	5.0	510	3	5.0	2,4			556.0	2	9.0	561	M
1111111003	CHARLES, GUSTAV	B	23.0	523	3	12.0	2.0	2.0	3	B	2.0	480	4	2.0	1,3			501.5	3	9.0	561	M
1111111004	CHRISTIAN, SANDRA F	B	23.0	617	1	17.0	5.0	4.0	7	B	4.0	500	3	4.0	3			558.5	2	10.0	578	M
1111111005	DOE, JOE A	B	25.0	602	1	16.0	5.0	4.0	7	B	4.0	500	3	4.0	3,4			551.0	2	9.0	561	M
1111111006	DOE, JILL R	B	24.0	589	2	17.0	4.0	3.0	5	B	6.0	520	3	6.0	2,3			554.5	2	10.0	578	M
1111111029	EDWARD, CHARLES M	B	23.0	578	2	14.0	5.0	4.0	7	B	6.0	520	3	6.0	3,4			549.0	2	8.0	543	M
1111111030	FOWLER, MARY M	B	25.5	609	1	17.0	5.0	3.5	7	B	3.0	490	4	3.0	1,3			549.5	3	9.0	561	M
1111111031	GOPAL, RAM J	B	21.0	560	2	13.0	4.0	4.0	7	B	4.0	500	3	4.0	3			530.0	2	8.0	543	M
1111111032	HARRIS, EDWIN J	B	21.0	560	2	17.0	2.0	2.0	3,5	B	4.0	500	3	4.0	2,3			530.0	2	8.0	543	M
1111111033	JACQUES, CHRISTOPHER M	B	26.5	626	1	18.0	5.0	3.5	3	B	6.0	520	3	6.0	2,3			573.0	2	9.0	561	M
1111111012	LEWIS, CAROL M	B	14.0	509	3	10.0	3.0	1.0	3,5	B	4.0	500	3	4.0	1,3			504.5	3	8.0	543	M
1111111013	MORGAN, PETER J	B	18.0	537	2	13.0	5.0	0.0	E	B	4.0	500	3	4.0	2,3			518.5	3	3.0	490	D
1111111014	PAUL, JOHN E	B	22.0	569	2	14.0	5.0	3.0	5	B	6.0	520	3	6.0	3,4			544.5	2	6.0	519	D
1111111015	PAT, TREVOR J	B	14.5	513	3	8.0	5.0	1.5	3,5	B	4.0	500	3	4.0	2,3			506.5	3	4.0	500	D
	Q., MIKE	B	15.0	516	3	10.0	5.0	0.0	E	B	2.0	480	4	2.0	2,3			498.0	4	3.0	490	D
1111111016	REIS, PIRI M	B	17.0	530	2	12.0	3.0	2.0	3,5	B	4.0	500	3	4.0	2,3			515.0	3	6.0	519	D
1111111017	REYNOLDS, JOSHUA	B	25.5	609	1	18.0	4.0	3.5	5	B	6.0	520	3	6.0	3			564.5	2	9.0	561	M
1111111018	ROE, JANE L	B	23.5	584	2	16.0	4.0	3.5	5	B	6.0	520	3	6.0	2,3			552.0	2	9.0	561	M
	SMITH, DAVID J	B	22.0	569	2	15.0	5.0	2.0	3,5	B	4.0	500	3	4.0	2,3			534.5	2	9.0	561	M
1111111025	SMITH, ELSIE L	B	20.5	556	2	13.0	5.0	2.5	3,5	B	4.0	500	3	4.0	2,3			528.0	3	9.0	561	M
1111111026	SMITH, ELIZABETH M	B	25.0	602	1	19.0	4.0	2.0	4,5	B	2.0	480	4	2.0	2,3			541.0	3	9.0	561	M
1111111027	STOWE, HARRIET L	B	23.0	578	2	14.0	5.0	4.0	7	B	6.0	520	3	6.0	1,3			549.0	2	10.0	578	M
1111111023	THOMAS, QUAIN A	B	25.0	602	1	17.0	5.0	3.0	5	B	5.0	510	3	5.0	2,4			556.0	2	9.0	561	M
1111111024	TRUMAN, THERASA A	B	16.0	523	3	12.0	2.0	2.0	3	B	2.0	480	4	2.0	1,3			501.5	3	9.0	561	M
1111111045	WOOD, SARA L	B	26.0	617	1	17.0	5.0	4.0	7	B	4.0	500	3	4.0	3			558.5	2	10.0	578	M
Summary - N/A (Mean Pts., Mean SS, %M)		B	21.5	570	82%	14.5	4.3	2.6			4.4	504		4.4				536.8	59%	7.9	547	77%
Summary - N/A (%M all Forms)		All		570	82%						504							536.8	59%		547	77%

Figure 3b

MEAP	Content Analysis Report - Public
	Grade 07 Summary
	Winter 2005
	English Language Arts
	01000 Pleasantville Public Schools
	10002 Center Middle School

Field Codes	
Pts.	Points
SS	Scale Score
<10 No scores provided if <10 students	

SS = Scale Score		
	Form B	Form C
Reading	250 - 921	271 - 916
Writing	460 - 580	460 - 580
Listening	443 - 578	443 - 578
ELA	355 - 750.5	365.5 - 748

Levels	
1	Exceeded Standards
2	Met Standards
3	At Basic Level
4	Apprentice
Listening Levels	
M	Met/Exceeded Standards
D	Did Not Meet Standards

Center Middle School - Content Analysis Report - English Language Arts - Grade 07 Summary																											
Class/Group Form			Reading - R							Writing - W							ELA (R+W)						Listening (Optional)				
			Mean Pts. B = 31 Total C = 31 Total	Mean SS	Student Count	% Level 1	% Level 2	% Level 3	% Level 4	Mean Pts. B = 12 Total	Mean SS	Student Count	% Level 1	% Level 2	% Level 3	% Level 4	Mean SS	Student Count	% Level 1	% Level 2	% Level 3	% Level 4	Mean Pts. B = 10 Total	Mean SS	Student Count	%Level M	% Level D
Class/Group	N/A	B	21.5	570	22	32	50	18	0	4.4	504	22	0	0	82	18	536.8	22	0	59	36	5	7.9	547	22	23	
Grade Total	07	B	21.5	570	22	32	50	18	0	4.4	504	22	0	0	82	18	536.8	22	0	59	36	5	7.9	547	22	77 23	
Class/Group	N/A	All		570	22	32	50	18	0		504	22	0	0	82	18	536.8	22	0	59	36	5		547	22	23	
Grade Total	07	All		570	22	32	50	18	0		504	22	0	0	82	18	536.8	22	0	59	36	5		547	22	77 23	



**Content Analysis Report - Public
School Summary
Winter 2005 English Language Arts**

01000 Pleasantville Public Schools
10002 Center Middle School

Figure 3c

Field Codes	
Pts.	Points
SS	Scale Score
<10 No scores provided if <10 students	

Levels	
1	Exceeded Standards
2	Met Standards
3	At Basic Level
4	Apprentice
Listening Levels	
M	Met/Exceeded Standards
D	Did Not Meet Standards

Center Middle School - Content Analysis Report - English Language Arts - School Summary																												
			Reading - R							Writing - W							ELA (R+W)							Listening (Optional)				
			Mean Pts.	Mean SS	Student Count	% Level 1	% Level 2	% Level 3	% Level 4	Mean Pts.	Mean SS	Student Count	% Level 1	% Level 2	% Level 3	% Level 4	Mean SS	Student Count	% Level 1	% Level 2	% Level 3	% Level 4	Mean Pts.	Mean SS	Student Count	% Level M	% Level D	
School Grade	04	B	19.4	555	23	9	70	17	4	4.0	501	23	0	9	57	35	527.9	23	0	48	43	9	8.6	544	23	91	9	
District Grade	04	B	19.4	555	23	9	70	17	4	4.0	501	23	0	9	57	35	527.9	23	0	48	43	9	8.6	544	23	91	9	
State Grade	04	B	19.8	559	56,862	21	60	15	4	4.6	509	56,791	0	27	52	20	533.8	56,711	3	50	40	7	8.0	541	21,941	79	21	
School Grade	04	All		555	23	9	70	17	4		501	23	0	9	57	35	527.9	23	0	48	43	9		544	23	91	9	
District Grade	04	All		555	23	9	70	17	4		501	23	0	9	57	35	527.9	23	0	48	43	9		544	23	91	9	
State Grade	04	All		559	56,862	21	60	15	4		509	56,791	0	27	52	20	533.8	56,711	3	50	40	7		541	21,941	79	21	
School Grade	07	B	21.5	570	22	32	50	18	0	4.4	504	22	0	0	82	18	536.8	22	0	59	36	5	7.9	547	22	77	23	
District Grade	07	B	20.4	561	27	30	44	19	7	4.1	501	27	0	0	70	30	530.9	27	0	52	37	11	7.6	543	27	74	26	
State Grade	07	B	19.5	556	64,237	23	47	14	15	5.5	515	64,209	1	26	63	10	535.4	64,082	7	51	28	14	6.7	530	23,427	59	41	
School Grade	07	All		570	22	32	50	18	0		504	22	0	0	82	18	536.8	22	0	59	36	5		547	22	77	23	
District Grade	07	All		561	27	30	44	19	7		501	27	0	0	70	30	530.9	27	0	52	37	11		543	27	74	26	
State Grade	07	All		556	64,237	23	47	14	15		515	64,209	1	26	63	10	535.4	64,082	7	51	28	14		530	23,427	59	41	

Content Analysis Report – District Summary (Figure 4)

The Content Analysis Report – District Summary provides summary score information for each MEAP content area by strand for each school in the district. Test forms used in each individual school divide the report. Following the scores for each test form, a comparison mean at both the district and state level is provided.

Section A contains the title of the report, the subject area tested and the test cycle. The school district name and code are also provided.

Section B lists each school's name, the grade being reported, and the test form students used.

Section C lists the mean points, mean scale score, number of students taking the test for each test form and the percent of students at each level relative to meeting Michigan's performance standards. The Field Codes and Levels are defined at the top of the report.

Section D lists the mean points correct for each strand of a content area.

Information in this report is summarized for each school, district, and the state.

Figure 4

MEAP	Content Analysis Report - Public	
	District Summary	
	Grade 07 Summary	
	Winter 2005 English Language Arts	
	01000 Pleasantville Public Schools	

Field Codes	
Pts.	Points
SS	Scale Score
<10 No scores provided if <10 students	

SS = Scale Score		
	Form B	Form C
Reading	250 - 921	271 - 916
Writing	460 - 580	460 - 580
Listening	443 - 578	443 - 578
ELA	355 - 750.5	365.5 - 748

Levels	
1	Exceeded Standards
2	Met Standards
3	At Basic Level
4	Apprentice
Listening Levels	
M	Met/Exceeded Standards
D	Did Not Meet Standards

Pleasantville Public Schools - Content Analysis Report - English Language Arts - Grade 07 District Summary																												
		Reading - R							Writing - W							ELA (R+W)						Listening (Optional)						
		Mean Pts. B = 31 Total C = 31 Total	Mean SS	Student Count	% Level 1	% Level 2	% Level 3	% Level 4	Mean Pts. B = 12 Total C = 12 Total	Mean SS	Student Count	% Level 1	% Level 2	% Level 3	% Level 4	Mean SS	Student Count	% Level 1	% Level 2	% Level 3	% Level 4	Mean Pts. B = 10 Total C = 10 Total	Mean SS	Student Count	%Level M	% Level D		
Center Middle School	07 B	21.5	570	22	32	50	18	0	41	504	22	0	0	82	18	536.8	22	0	59	36	5	7.9	547	22	77	23		
Center Elementary School	07 B	<10							<10							<10						<10						
District Grade	07 B	20.4	561	27	30	44	19	7	41	501	27	0	0	70	30	530.9	27	0	52	37	11	7.6	543	27	74	26		
State Grade	07 B	19.5	556	64,237	23	47	14	15	35.5	515	64,209	1	26	63	10	535.4	64,082	7	51	28	14	6.7	530	23,427	59	41		
Center Middle School	07 All		570	22	32	50	18	0		504	22	0	0	82	18	536.8	22	0	59	36	5		547	22	77	23		
Center Elementary School	07 All			<10							<10							<10						<10				
District Grade	07 All		561	27	30	44	19	7		501	27	0	0	70	30	530.9	27	0	52	37	11		543	27	74	26		
State Grade	07 All		556	64,237	23	47	14	15		515	64,209	1	26	63	10	535.4	64,082	7	51	28	14		530	23,427	59	41		

Demographic Analysis Report (Figure 5)

For each content area tested, the Demographic Analysis Report provides a summary breakdown of scores by several demographic factors. The report sorts scores by demographics and educational program categories, including gender, ethnicity, economically disadvantaged, special education, Limited English Proficient (LEP) or Formerly LEP (FLEP), and migrant. The report also indicates whether the student took the test with standard or non-standard accommodations. Categories of homeless and less than full academic year are also listed on this report. The scale score, the number of students for each subgroup category of students, and the percent that met or exceeded Michigan standards are included. Summary data comparing the school, district, and state scores concludes the report. In compliance with federal and state mandates, separate reports are now provided for three groups of students – all students, non-special education students, and special education students.

Section A contains the title of the report, the grade level reported, and the test cycle. The school district name, school building name, and codes are also provided.

Section B lists the various demographic subgroups beginning with Gender and Ethnicity. Ethnicity is broken down by federal requirements (see a MEAP manual for definitions or online at www.michigan.gov/meap) as American Indian or Native Alaskan; Asian or Pacific Islander; Black, Not of Hispanic Origin; Hispanic; White, Not of Hispanic Origin; Multiracial; Other; or Unspecified. The following variables receive “yes” or “no” responses: Economically Disadvantaged; Special Education; Standard Accommodations; Non-Standard Accommodations; Limited English Proficient (LEP); Formerly Limited English Proficient (FLEP); Migrant; Homeless; and Less Than Full Academic Year.

Section C provides the mean for each subgroup for each content area tested. This section includes the mean scale score (SS) for the content area, the number of students (n), and the percent of students that “Met” or “Exceeded” Michigan (M%) standards for the subgroup. Additionally, this section provides the percent of students that fall in each of the performance categories (1—4). Definitions of the Field Codes and the Scale Score ranges are provided in the boxes at the top of the page. The content areas of mathematics, science, and social studies are shown on one page, while English language arts is reported on a second page.

Section D (the bottom row) provides the summary for the grade level by giving the mean scale score, the percentage of students that “Met” or “Exceeded” the standards for each content area tested, and the percentage of students represented at each of the four performance levels. The number of students in this section reflects the number of tests that were included in the summary scores. Tests were excluded from summary data if a student took the test with non-standard accommodations, or if a student displayed unethical behavior during a test.

The Demographic Analysis Reports are also available for the district. The district level report provides summary information from all schools in the district on each form of the test taken at each grade level as well as a summary for the district and state.

Figure 5

MEAP Demographic Analysis - Public
Grade 07
All Subjects
Winter 2005

01000 Pleasantville Public Schools
10002 Center Middle School

A

Field Codes	
SS	Scale Score
n	Number of students
%M	Percent Met or Exceeded Michigan Standards Level 1, 2, or M
*	Not Included in Summary
<10	No scores provided if <10 students

SS = Scale Score		
	Form B	Form C
Reading	250 - 921	271 - 916
Writing	460 - 580	460 - 580
Listening	443 - 578	443 - 578
ELA	355 - 750.5	365.5 - 748

Levels	
1	Exceeded Standards
2	Met Standards
3	At Basic Level
4	Apprentice
Listening Levels	
M	Met/Exceeded Standards
D	Did Not Meet Standards

Center Middle School - Demographic Analysis - Grade 07																							
Form B - Operational Test			Reading - R							Writing - W							ELA (R+W)						
			SS	n	%M	% Level 1	% Level 2	% Level 3	% Level 4	SS	n	%M	% Level 1	% Level 2	% Level 3	% Level 4	SS	n	%M	% Level 1	% Level 2	% Level 3	% Level 4
Gender	M		569	11	82	27	55	18		500	11	0			64	36	535.0	11	55		55	36	9
	F		571	11	82	36	45	18		507	11	0			100		539.0	11	64		64	36	
	No Record																						
Ethnicity	Amer. Indian or Alaskan Natv. (1)																						
	Asian or Pacific Islander (2)																						
	Black, Not of Hispanic Origin (3)																						
	Hispanic (4)																						
	White, Not of Hispanic Origin (5)		570	22	82	32	50	18		504	22	0			82	18	537.0	22	59		59	36	5
	Multiracial (6)																						
	Other (7)																						
	Unspecified (8)																						
Economically Disadvantaged	Yes		562	12	75	33	42	25		498	12	0			75	25	530.0	12	50		50	42	8
	No		580	10	90	30	60	10		511	10	0			90	10	545.0	10	70		70	30	
Special Education	Yes		<10							<10							<10						
	No		581	17	100	35	65			508	17	0			94	6	545.0	17	76		76	24	
Standard Accommodations	Yes																						
	No		570	22	82	32	50	18		504	22	0			82	18	537.0	22	59		59	36	5
Non-Standard Accommodations	*Yes																						
	No		570	22	82	32	50	18		504	22	0			82	18	537.0	22	59		59	36	5
Limited English Proficient	Yes																						
	No		570	22	82	32	50	18		504	22	0			82	18	537.0	22	59		59	36	5
Formerly Limited English Proficient	Yes																						
	No		570	22	82	32	50	18		504	22	0			82	18	537.0	22	59		59	36	5
Migrant	Yes																						
	No		570	22	82	32	50	18		504	22	0			82	18	537.0	22	59		59	36	5
Homeless	Yes																						
	No		570	22	82	32	50	18		504	22	0			82	18	537.0	22	59		59	36	5
Less Than Full Academic Year	Yes																						
	No		570	22	82	32	50	18		504	22	0			82	18	537.0	22	59		59	36	5
Summary - Grade 07			570	22	82%	32	50	18	0	504	22	0	0	0	82	18	536.8	22	59%	0	59	36	5

Item Analysis Report (Figures 6a and 6b)

The Item Analysis Report provides a description of each selected-response (multiple-choice) item and each constructed-response (open-ended) item on the test, including the primary Michigan benchmark measured by each item. This report shows the percentage of students selecting each response. This report indicates item statistics summarized by classroom or group, building, district, and state to enable comparisons to be made across the state.

Section A provides the title of the report, the grade level, the content area of the test items covered in the report and the test cycle. The school district and school building names and codes are also provided.

Section B lists the Michigan benchmark code corresponding to each test item.

Section C provides a description of each item that appears on the test. Strand titles are bolded and followed by a content standard. All related item descriptions are listed below the content standard.

Section D indicates the percentage of students selecting each response to the multiple-choice questions. The asterisk (*) denotes the correct response.

Sections E - H presents information on the number of students included within a class or group (E), a school (F), a district (G), and the state (H), and the proportion of students within each of those groups who correctly responded to a multiple-choice item. Presenting this information side-by-side allows for comparisons to be made across groups. Definitions of Field Codes are provided in the box at the top of the page.

Section I (6b) provides information similar to that contained in section C, but for the constructed-response (or extended-response) items on a test.

Section J shows the percent of students achieving each score level on a constructed-response question.

Section K shows the percent of student responses that received condition codes that are defined at the top of the first page. Condition codes for mathematics, science and social studies are: A) Off Topic, B) Illegible, C) Foreign Language, and D) Blank. Condition codes for English language arts test are: A) No connection to question or theme, B) Off Topic, C) Illegible/Foreign Language, D) Blank/refused to respond, and E) No reference to reading selections.

Please Note:

Some test items may be particularly difficult or easy. Educators may consider how well their student groups did on a test item, benchmark, or strand in relation to the state results reported. State results provide a good measure of how easy or difficult a test item is for all students.

Several items may assess a particular benchmark or strand while only a single test item may be used to assess others. A large number of test items provides more reliable results. Both of these factors may confound the interpretation of item analysis reports.

Teachers may use the Item Analysis Report to pose a hypothesis about how a group of students has performed on a benchmark or strand within a subject. This hypothesis should then be further evaluated using classroom and other assessment information before making decisions to adjust curriculum or instruction.

Figure 6a

MEAP Item Analysis Report - Public
Grade 07 English Language Arts
Winter 2005

01000 Pleasantville Public Schools
10002 Center Middle School

Field Codes	
n	Number of Students Included
%C	Percent Correct
*	Correct Response
<10 No scores provided if <10 students	

Reading Condition Codes	
A	No connection to question or theme
B	Off topic
C	Illegible/foreign language
D	Blank/refused to respond
E	No reference to reading selections

Writing Condition Codes	
A	Off topic
B	Illegible
C	Foreign language
D	Blank

Center Middle School - Item Analysis - Multiple Choice English Language Arts - Grade 07, Class/Group N/A - Form B													
Benchmark	Strand, Content Standard and Item Descriptions	% Students Responding				Class		School		District		State	
		A	B	C	D	n	% C	n	% C	n	% C	n	% C
	Reading for Understanding Within-text Items												
	Meaning and Communication												
1.1	Identifying purpose of informational text	9	0	*86	5	22	86.4	22	86.4	27	85.2	64,237	77.8
3.5	Drawing an inference from context clues within informational text	0	9	5	*86	22	86.4	22	86.4	27	77.8	64,237	72.8
3.5	Using details from informational text to construct & support meaning	5	*68	14	14	22	68.2	22	68.2	27	63.0	64,237	60.9
3.5	Drawing an inference from context clues within informational text	5	23	27	*45	22	45.5	22	45.5	27	40.7	64,237	60.7
3.5	Using details from informational text to construct & support meaning	32	*68	0	0	22	68.2	22	68.2	27	63.0	64,237	49.1
3.5	Using details from informational text to construct & support meaning	0	9	0	*86	22	86.4	22	86.4	27	88.9	64,237	84.7
3.5	Using details from informational text to construct & support meaning	*68	5	1	14	22	68.2	22	68.2	27	59.3	64,237	56.3
3.5	Using details from informational text to construct & support meaning	0	9	*86	5	22	86.4	22	86.4	27	85.2	64,237	75.0
3.6	Determining meaning of word/phrase in context of informational text	5	9	*86	18	22	68.2	22	68.2	27	66.7	64,237	59.3
3.6	Determining meaning of word/phrase in context of informational text	*73	0	18	9	22	72.7	22	72.7	27	70.4	64,237	56.6
	Ideas in Action												
10.1	Generalizing from key ideas in informational text to own world	27	14	*55	5	22	54.5	22	54.5	27	48.1	64,237	47.7
	Literature												
5.2	Identifying common human experience in informational text	*55	41	5	0	22	54.5	22	54.5	27	51.9	64,237	60.1
	Genre and Craft of the Language												
8.3	Determining author's motivation in informational text	18	*77	0	5	22	77.3	22	77.3	27	74.1	64,237	75.6
8.3	Identifying specific informational text genre	27	18	9	*45	22	45.5	22	45.5	27	44.4	64,237	48.1
8.3	Identifying specific informational text genre	0	*73	0	27	22	72.7	22	72.7	27	66.7	64,237	65.5
8.3	Identifying major idea or problem of informational text	*82	9	5	5	22	81.8	22	81.8	27	81.5	64,237	71.7
8.4	Identifying author's purpose for using particular details	*73	5	14	9	22	72.7	22	72.7	27	66.7	64,237	57.7
	Depth of Understanding												
9.1	Identifying informational text lesson related to a universal theme	*73	5	9	14	22	72.7	22	72.7	27	70.4	64,237	83.0
9.1	Identifying informational text lesson related to a universal theme	0	0	5	*95	22	95.5	22	95.5	27	96.3	64,237	80.1
9.1	Identifying relationships between characters w/in text	5	*91	0	5	22	90.9	22	90.9	27	88.9	64,237	85.1
	Reading for Understanding Cross-text Items												
	Depth of Understanding												
9.2	Drawing parallels between characters' traits in multiple texts	0	*91	0	9	22	90.9	22	90.9	27	88.9	64,237	69.8
9.2	Drawing contrasts between characters' actions in mult. texts	*82	5	14	0	22	81.8	22	81.8	27	81.5	64,237	75.2
9.2	Drawing parallels between characters' traits in mult. texts	0	5	5	*91	22	90.9	22	90.9	27	85.2	64,237	70.8
9.2	Drawing parallels between characters' traits in mult. texts	14	9	0	*77	22	77.3	22	77.3	27	74.1	64,237	68.2
9.2	Drawing contrasts between characters' motivations in mult. texts	0	5	*91	5	22	90.9	22	90.9	27	81.5	64,237	71.4
	Listening for Understanding												
	Meaning and Communication												
3.5	Using details from oral text to construct and support meaning	0	5	9	*86	22	86.4	22	86.4	27	81.5	23,427	45.8
3.5	Using details from oral text to construct and support meaning	0	*86	14	0	22	86.4	22	86.4	27	85.2	23,427	75.9
3.5	Using details from oral text to construct and support meaning	0	5	*82	9	22	81.8	22	81.8	27	81.5	23,427	78.8
3.5	Drawing an inference from context clues within text	5	18	*59	18	22	59.1	22	59.1	27	59.3	23,427	61.5
3.5	Drawing an inference from context clues within text	*91	0	5	5	22	90.9	22	90.9	27	88.9	23,427	82.3
3.6	Determining meaning of word/phrase in context of oral text	0	5	18	*77	22	77.3	22	77.3	27	66.7	23,427	63.2
3.6	Determining meaning of word/phrase in context of oral text	5	0	0	*95	22	95.5	22	95.5	27	96.3	23,427	69.4

Figure 6b

Center Middle School - Item Analysis - Multiple Choice English Language Arts - Grade 07, Class/Group N/A - Form B (continued)													
Benchmark	Strand, Content Standard and Item Descriptions	% Students Responding				Class		School		District		State	
		A	B	C	D	n	% C	n	% C	n	% C	n	% C
3.6	Determining meaning of word/phrase in context of oral text Genre and Craft of the Language	36	*55	9	0	22	54.5	22	54.5	27	51.9	23,427	55.9
8.4	Determining authors perspective in oral text	*82	5	5	9	22	81.8	22	81.8	27	77.8	23,427	70.4
8.4	Determining purpose for authors choice of text title	*77	0	5	18	22	77.3	22	77.3	27	74.1	23,427	67.0

Center Middle School - Item Analysis - Constructed Response English Language Arts - Grade 07, Class/Group N/A - Form B																	
Benchmark	Strand and Item Descriptions		Number of Students	Mean Score	Percent of Students at Score							Condition Codes (Score is 0)					
					0.0 - 0.5	1.0 - 1.5	2.0 - 2.5	3.0 - 3.5	4.0 - 4.5	5.0 - 5.5	6.0	A	B	C	D	E	
	Response to the Reading Selections																
		Class	22	2.6	9.1	9.1	27.3	1.8	22.7	0.0	0.0	0.0	0.0	0.0	0.0	9.1	
		School	22	2.6	9.1	9.1	27.3	1.8	22.7	0.0	0.0	0.0	0.0	0.0	0.0	9.1	
		District	27	2.4	14.8	11.1	29.6	25.9	18.5	0.0	0.0	0.0	0.0	0.0	3.7	11.1	
		State	64,237	2.5	16.6	8.7	24.2	19.3	29.1	1.9	0.2	0.9	0.2	0.0	1.9	13.7	

Center Middle School - Item Analysis - Constructed Response English Language Arts - Grade 07, Class/Group N/A - Form B																	
Benchmark	Strand and Item Descriptions		Number of Students	Mean Score	Percent of Students at Score (Writing)							Condition Codes (Score is 0)					
					0.0 - 1.0	2.0 - 3.0	4.0 - 5.0	6.0 - 7.0	8.0 - 9.0	10.0 - 11.0	12.0	A	B	C	D	E	
	Writing from Knowledge & Experience	Class	22	4.4	0.0	18.2	50.0	31.8	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	
		School	22	4.4	0.0	18.2	50.0	31.8	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	
		District	27	4.1	0.0	29.6	44.4	25.9	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	
		State	64,209	5.5	0.1	9.8	39.5	35.6	14.1	0.9	0.0	0.1	0.0	0.0	0.0		

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Student Report Description (Figure 7)

The intent of the Student Report is to provide a detailed description of each student's performance in the content areas tested on the MEAP. This report is designed to help parents and guardians identify the academic strengths of their student and areas that may need improvement. Information from this report may be helpful when discussing academic progress of the student with the classroom teacher(s).

The Student Report is printed for individual students in a back-to-back format. The report is designed to be inserted into a left window #10 business envelope. Schools may duplicate Student Reports for the student record files (CA-60). The "Individual Student Profile" (Student Report) is also available on the MEAP secure website www.michigan.gov/meap-secure.

Section A provides the test cycle, the grade the student was in, and the name of the student.

Section B lists the name of the school and the school district the student was enrolled in at the time of testing.

Section C provides a brief introductory letter addressed to the parent(s) or guardian(s) of the student describing the purpose of the MEAP and summarizing information contained in the Student Report. A web address is provided for parents or guardians with questions regarding MEAP.

Section D describes how the student performed in each content area, on each content area strand, and compares the number of points the student earned with the state average for each of the content area strands as well as to the total points possible for the subject area. The brief explanation for each subject area provides the performance level score the student attained and the accompanying scale score, as well as information on how the student's performance relates to

Michigan standards. For example, if a student received a Level 2 on the eighth grade mathematics test, that student has "Met" Michigan standards.

For students taking the English language arts (ELA) test, the scores and performance levels have been divided into reading and writing, listening, and an integrated English Language Arts (ELA) score which is a combined performance level for reading and writing.

Section E is a graphical representation of the student's performance in the content area. The bar graph displays the student's scale score compared with the state average and shows where the score falls among the four performance levels.

Section F contains the student's mailing address or address label.

Please Note:

The MEAP results for individual students are most reliable and valid at the overall content area scale-score level. These scale scores also are reliably associated with a performance level. Parents can have confidence that the reported content area scale scores and performance levels provide accurate information for each subject.

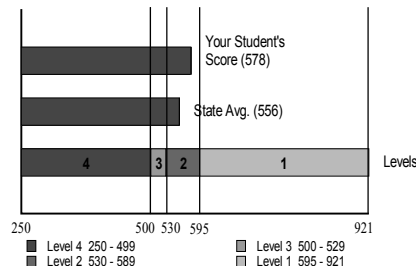
Student scores for strands are also provided in these Student Reports. These are less reliable measures than subject scores and performance levels because there are fewer items within strands than on the total subject test. These results provide an approximate measure of the level of performance of the student.

Parents should be careful in drawing conclusions about a student's strengths or weaknesses at the strand level. It is more appropriate to use this strand information together with classroom assessment data, teacher-provided information, and other performance information to guide learning activities.

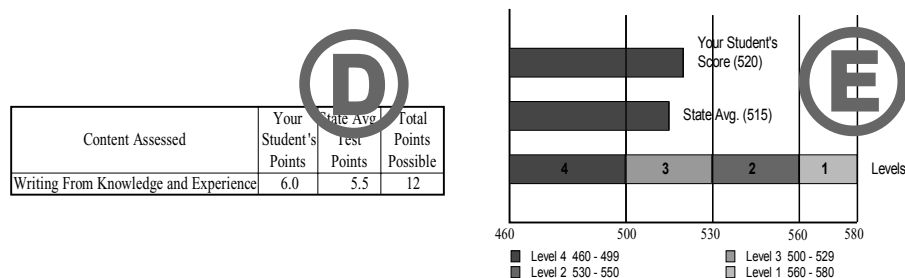
Figure 7

Performance in English Language Arts (ELA)

Content Assessed	Your Student's Points	State Avg. Test Points	Total Points Possible
Reading for Understanding - Within-text	14.0	13.4	20
Reading for Understanding - Cross-text	5.0	3.6	5
Response to Reading Selections	4.0	2.5	6
Total Reading Points	23.0	19.5	31



MIKE earned 23.0 of the 31.0 points on the reading section of the ELA test. The 23.0 test points correspond to a scale score of 578, indicating MIKE achieved level 2 performance in reading. The table above displays your child's performance in reading compared to the state average and to the maximum points possible. The bar graph above displays your student's scale score compared to the state average and shows where the score falls among the four performance levels.



MIKE earned 6.0 of the 12.0 points on the writing section of the ELA test. The 6.0 test points correspond to a scale score of 520, indicating MIKE achieved level 3 performance in writing. The table above displays your child's performance in writing compared to the state average and to the maximum points possible. The bar graph above displays your student's scale score compared to the state average and shows where the score falls among the four performance levels.

MIKE earned 10 of the 10 points on the optional listening section of the ELA test. The 10 test points correspond to a scale score of 578, indicating MIKE "Met/Exceeded" Michigan standards in listening. Since the listening test is optional there is no state average for comparison.

2005 Performance Levels

The MEAP scores MIKE earned can be summarized in relation to performance levels. Performance Level definitions are:

- Level 1 - "Exceeded Michigan Standards"
- Level 2 - "Met Michigan Standards"
- Level 3 - demonstrated "Basic" knowledge and skills of Michigan standards
- Level 4 - considered to be at an "Apprentice" level, showing little success in meeting Michigan standards

If your student's school administered the optional listening test you will find scores for listening reported in two categories:

- Level M - "Met/Exceeded" Michigan standards
- Level D - "Did Not Meet" Michigan standards

Reading	Level 2: "Met Michigan Standards"
Writing	Level 3: "Basic" level
Listening	Level M: "Met/Exceeded" Michigan standards

MIKE ANDERSON
1000 Church St
Fairview MI 48621

meap
Michigan Educational Assessment Program

Michigan Educational Assessment Program
Winter 2005
Grade 07 Student Report
MIKE ANDERSON

10002 - Center Middle School
01000 - Pleasantville Public Schools

Dear Parent or Guardian:

In Winter 2005, all students in the seventh grade had the opportunity to take the Michigan Educational Assessment Program (MEAP) tests. The tests are one indicator of student achievement measuring what students know and how prepared students may be for more challenging work.

This report provides you with information about the achievement of your student, MIKE. In addition to overall test performance, MEAP provides a picture of how well your student performed within specific content areas.

Please use this information, along with other academic indicators, to determine your student's strengths, as well as areas that may need improvement. This information may also be helpful in discussing your student's academic progress with classroom teachers. For more information about the MEAP test, please visit www.michigan.gov/meap.

Student Record Labels (Figure 8)

Individual student results (other than the Student Report) for Winter 2005 are provided for each student on the Student Record Label. These results are printed in a label format for each student in the reporting cycle and mailed to the school for placement in the student record file (CA-60).

Section A contains the district and building names and codes along with the MEAP test cycle.

Section B contains the student's name, date of birth, gender, grade at time of testing, and ethnicity. Also included are the student's Unique Identifier Code Number (UIC#) and the Student Number (STU#) that is added when schools pre-ID students for testing.

Section C contains the **Subject** area tested, the test **Form** used by the student, the scale score (**SS**) received, and the **Level** the student attained on each subject area test. (Level **1** – “Exceeded Michigan Standards,” Level **2** – “Met Michigan Standards,” Level **3** – demonstrated “Basic” knowledge and skills of Michigan standards, and Level **4** – considered to be at an “Apprentice” level, showing little success in meeting Michigan standards).

The optional listening portion of the English language arts (ELA) test has two performance levels, Level **M** – “Met/Exceeded” Michigan standards and Level **D** – “Did Not Meet” Michigan standards.

The final column on the Student Record Label, **Endorsed**, should be ignored, as endorsements only apply to high school assessments.

Figure 8

01000 Pleasantville Public Schools 10002 Center Middle School Winter 2005 M E A P	(A)	UIC# 1111111001 (B) MIKE ANDERSON				
		STU# 8526		09/02/92 Gen.-F Gr.-07 Eth.-5		
		Subject	Form	SS	Level	Endorsed
		Math				
		Science				
		SS		(C)		
		ELA Reading <input type="checkbox"/>	B <input type="checkbox"/>	578 <input type="checkbox"/>	2 <input type="checkbox"/>	
		ELA Writing <input type="checkbox"/>	B <input type="checkbox"/>	520 <input type="checkbox"/>	3 <input type="checkbox"/>	
		ELA R&W	B	549.0	2	
		ELA Listening	B	578	M	

Contact Information

Michigan Educational Assessment Program (MEAP) coordinators and test administrators should become familiar with the report layouts and information contained in this document. If district MEAP coordinators have questions after reviewing this manual, they should contact the MEAP Office at:

- **Office of Educational Assessment and Accountability**—for information about MEAP test administration procedures, content, scheduling, information about students with disabilities and appropriate assessment or accommodations, and information about the English Language Learner (ELL) program

Edward Roeber, Senior Executive Director

Marilyn Roberts, Director

Joseph Martineau, Psychometrician

Office of Educational Assessment and Accountability

Paul Bielawski, Manager, Educational Accountability

Peggy Dutcher, Coordinator, State Assessment for Students with Disabilities

Michael Radke, Supervisor, Michigan Educational Assessment Program

William Brown, Coordinator, MEAP Test Development

James Griffiths, Coordinator, MEAP Test Administration and Reporting

Rodger Epp, MEAP Science Consultant

Jane Faulds, MEAP English Language Arts Consultant

Sue Peterman, MEAP Department Analyst

Kyle Ward, MEAP Mathematics Consultant

Phone: 1-877-560-TEST (8378)

Fax: 517-335-1186

Web site: www.michigan.gov/meap (current information, test results, released items)

E-mail: MEAP@michigan.gov

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